

Monitoring Indicators for Title III, Part A

Federal Requirements for Serving English Learners (ELs)

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
I. What is the LEA's process for the initial identification and screening of ELs grades K-12?	<ul style="list-style-type: none"> Evidence of identifying questions that are part of the registration process for all students Evidence of the use of a screening assessment tool to determine a student's English language proficiency (ELP) level 	<ul style="list-style-type: none"> LEA staff discusses the process for identifying and screening of ELs grades K-12. LEA staff discusses the timeline for the identification, screening, and placement of ELs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
II. What is the LEA's process for placing elementary/middle school ELs in academic content programs and services that allow them meaningful access to the curriculum?	<ul style="list-style-type: none"> ESL Handbook Registrar and/or counselor guidelines or trainings Teacher or administrator trainings 	<ul style="list-style-type: none"> LEA staff discusses the process to ensure that ELs are placed appropriately in academic programs and services and provided equal access to the academic curriculum and specialized programs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
III. What is the LEA's process for placing high school ELs in academic content programs and services that allow them meaningful access to the curriculum?	<ul style="list-style-type: none"> ESL Handbook Registrar and/or counselor guidelines or trainings Teacher or administrator trainings Evidence of a timely transcript review process Evidence of discussions with ELs and their parents and/or guardians about scheduling coursework 	<ul style="list-style-type: none"> LEA staff discusses the process to ensure that appropriate personnel are trained to effectively provide transcript review for ELs. LEA staff discusses the process to ensure that ELs are placed in programs and services that meet their academic and language needs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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IV. What is the LEA's process for placing ELs in language instruction educational programs and services that assist them in attaining English proficiency?	<ul style="list-style-type: none"> • Divisionwide curriculum policies and requirements • ESL Handbook • Teacher and/or administrator trainings • Samples of curriculum maps • Samples of lesson plans/templates • Other 	<ul style="list-style-type: none"> • LEA discusses the process to ensure that all ELs are provided language instruction educational programs and services that assist them in attaining English proficiency. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments
V. What is the LEA's process to ensure that language instruction educational programs for ELs are sufficiently staffed with ESL-endorsed teachers?	<ul style="list-style-type: none"> • Evidence of sufficient numbers of ESL-endorsed teachers based on the division EL population. • Implementation of a plan to increase number of ESL-endorsed teachers based on EL population, if needed. • Professional development plan for educators of ELs to ensure training in effective instructional strategies for increased EL academic achievement 	<ul style="list-style-type: none"> • LEA staff discusses staffing resources for EL instruction and division plans to increase ESL-endorsed instructional staff as needed. • LEA discusses professional development plan to train academic and/or classroom and ESL teachers in effective instructional strategies to increase EL academic achievement. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
VI. What is the LEA's process for placing ELs in specialized programs and extracurricular activities that are available to all students?	<ul style="list-style-type: none"> Evidence of a student selection process for specialized programs that provides equal access opportunities to ELs Fliers, newsletters or other means of notification and student recruitment for extracurricular programs in languages other than English Numbers and percentages of ELs in specialized or extracurricular programs as compared to all students and other student subgroups 	<ul style="list-style-type: none"> LEA staff discusses the identification process for entry into gifted programs, career and technical courses, extracurricular activities, dual enrollment courses, and/or summer school programs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments
VII. What is the LEA's process for identifying and evaluating ELs with disabilities and supporting them in appropriate language instruction educational programs and services?	<ul style="list-style-type: none"> Evidence of a divisionwide process to identify and evaluate ELs with a suspected disability Evidence that ELs with disabilities are receiving both language instruction educational services as required under federal law 	<ul style="list-style-type: none"> LEA staff discusses the process for identifying and evaluating ELs with suspected disabilities. LEA staff discusses the process to ensure that ELs with disabilities are placed in language instruction educational programs and services. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments
VIII. How does the LEA ensure that identified ELs, whose parents have exercised the "opt out" option for language instruction educational programs and services, are provided alternative programs and services to help them acquire English proficiency?	<ul style="list-style-type: none"> Evidence of a system to track the number of identified ELs whose parents have exercised the "opt out" option for language instruction educational programs and services Numbers and percentages of identified ELs whose parents have exercised the "opt out" option for language instruction educational programs and services as compared with total number of ELs Evidence of a process to 	<ul style="list-style-type: none"> LEA staff discusses the process to inform parents of the student's EL status and the right to "opt out" of language assistance programs and services. LEA staff discusses the process for monitoring the academic achievement of "opt out" ELs and providing other services to assist the student in acquiring English and meeting content standards. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments

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	<p>monitor the academic progress of identified ELs who are not enrolled in language instruction educational programs and services due to parental refusal</p> <ul style="list-style-type: none">• Evidence of a system to provide alternative programs and services to “opt out” ELs to assist them in acquiring English proficiency and meeting the same academic content standards that all students must meet	<ul style="list-style-type: none">• LEA staff discusses the process to provide parents the opportunity to revisit their ‘opt-out’ decision.• LEA staff discusses the process to determine the reasons for high ‘opt out’ rates for language instruction educational programs and services, if applicable.		
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Standards, Assessment, and Accountability

1.1: The SEA ensures the English Language Development (ELD) standards are implemented. [§3113]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
1.1a How does the LEA ensure the English language development (ELD) standards are implemented by both general education and ESL teachers in all classrooms with ELs grades K-12?	<ul style="list-style-type: none"> • Current written documentation that describes the LEA's process and timelines for the implementation of the ELD standards in all classrooms with ELs • Divisionwide ESL plan • Divisionwide instructional policies • Samples of guidance, memoranda, and/or agenda of meetings for principals and teachers regarding implementation of the ELD standards • Evidence of inclusion of the ELD standards in the teacher evaluation process and protocols • Other 	<ul style="list-style-type: none"> • LEA staff discusses how the ELD standards have been implemented at the LEA and school level. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
1.1b How has the LEA incorporated the ELD standards into the divisionwide curriculum for grades K-12?	<ul style="list-style-type: none"> • Divisionwide curriculum policies and requirements • Samples of curriculum maps • Samples of lesson plans • Other 	<ul style="list-style-type: none"> • LEA staff discusses the process for incorporating the ELD standards into the divisionwide curriculum. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
1.1c How does the LEA ensure that all administrators, teachers, and other staff are knowledgeable about the ELD standards and their incorporation into classroom instruction?	<ul style="list-style-type: none"> Evidence of professional development activities related to the ELD standards for all administrators, teachers, and other staff Samples of training materials for administrators, teachers, and other staff regarding the ELD standards Divisionwide ESL Handbook or Guide Other 	<ul style="list-style-type: none"> LEA staff discusses the professional development activities related to the ELD standards provided to all administrators, teachers, and other staff. 		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Standards, Assessment, and Accountability

1.2: The SEA ensures that all ELs participate in the Virginia Assessment Program and the English Language Proficiency (ELP) Assessment [§3113 and §3116]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
1.2a How does the LEA ensure ELs participate annually in the Standards of Learning (SOL) tests in reading/language arts and mathematics and the English Language Proficiency (ELP) assessment?	<ul style="list-style-type: none"> Documentation of process for providing technical assistance to schools on the administration of the SOL tests and the ELP assessment to ELs 	<ul style="list-style-type: none"> LEA staff discusses communications from the SEA regarding the annual participation of ELs in the SOL tests and the ELP assessment. LEA staff discusses the process to ensure that all ELs grades 3-12 participate annually in the reading/language arts and mathematics SOL tests. LEA staff discusses the process to ensure that all ELs grades K-12 participate annually in the ELP assessment. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
1.2b How does the LEA assign tiers to ELs participating in the annual English Language Proficiency (ELP) assessment, if applicable.	<ul style="list-style-type: none"> Documentation of a process for assigning ELs to tiers for the annual ELP assessment, if applicable. 	<ul style="list-style-type: none"> LEA staff discusses the process for assigning ELs to tiers for the annual ELP assessment, if applicable. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
1.2c How does the LEA ensure ELs are provided appropriate accommodations on the Grades 3-8 and End-of-Course Standards of Learning (SOL) assessments in reading/language arts and mathematics?	<ul style="list-style-type: none"> Documentation that school-based EL committees determine appropriate accommodations for ELs Evidence to ensure that ELs are provided appropriate accommodations during the administration of the SOL 	<ul style="list-style-type: none"> LEA staff discusses the process for determining appropriate accommodations for ELs and ensuring that they are provided to ELs during the administration of the SOL tests. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
1.2d How does the LEA ensure that all EL student information, in particular the State Testing Identifier (STI), is accurate in the division level ACCESS for ELs/Alternate ACCESS for ELs?	<ul style="list-style-type: none"> Verification that the ACCESS for ELs/ Alternate ACCESS for ELs Pre-ID data file was properly prepared and uploaded to the Data Recognition Corporation (DRC) Website Verification that all required fields on the front and back covers of the ACCESS for ELs/ Alternate ACCESS for ELs test booklets are properly coded Verification during the online data validation window that all EL student information, in particular the STI, in division level ACCESS for ELs and/or Alternate ACCESS for ELs data is accurate 	<ul style="list-style-type: none"> LEA staff discusses the procedures for: 1) preparing and uploading the ACCESS for ELs/Alternate ACCESS for ELs Pre-ID data file to the Data Recognition Corporation (DRC) Website; 2) ensuring the front and back covers of ACCESS for ELs/Alternate ACCESS for ELs test booklets are properly coded; and 3) verifying all EL student information, in particular the STI, at division level during the online data validation window. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Standards, Assessment, and Accountability

1.3: The SEA ensures that divisions monitor their rates of EL proficiency. [§3122(a)(1)(2)(3) and §1111(b)(2)(B)]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
1.3a Does the LEA monitor the number and percentage of ELs meeting the state established proficiency criteria?	<ul style="list-style-type: none"> Title III data reports 	<ul style="list-style-type: none"> LEA staff demonstrates knowledge of the number and percentage of ELs meeting the state established proficiency criteria. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Standards, Assessment, and Accountability

1.4: The SEA ensures all divisions submit accurate data collection and reporting. [§3121 and §3123; EDGAR 34 CFR 76.731]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
1.4a What methods does the LEA have in place to collect and record EL data to provide complete and accurate data to meet all Title III reporting requirements?	<ul style="list-style-type: none"> Evidence that the LEA has procedures in place to collect data on individual ELs from schools and report these data to the SEA. Title III data reports Student records 	<ul style="list-style-type: none"> LEA staff discusses the process for collecting and reporting data to the SEA, including how staff has assigned ELP levels to students and addressed any discrepancies in these data. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
1.4b What is the LEA's process for monitoring the academic progress of formerly ELs?	<ul style="list-style-type: none"> Documentation of the use of a monitoring instrument to track the academic progress of formerly ELs Documentation of a data system to track the academic progress of formerly ELs Evidence of a system of benchmarks for expected academic growth of formerly ELs Evidence of a process for remedying any academic deficits of formerly ELs in a timely manner. 	<ul style="list-style-type: none"> LEA staff discusses the monitoring process to ensure that formerly ELs are academically progressing. LEA staff discusses the process for remedying any academic deficits of formerly ELs and the timeline for interventions. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Comments

Monitoring Indicators for Title III, Part A

Instructional and Programmatic Implementation

2.1: The SEA reviews and approves local plans. [§3116(a) and §3115(c); EDGAR 34 CFR 76.770]

Guiding Questions LEA	Acceptable LEA Evidence Documentation	Probing Questions Interview	LEA Response	Is sufficient documentation provided?
2.1a Does the LEA submit a Title III plan to the SEA that contains: <ul style="list-style-type: none"> • A description of how the use of Title III funds is supplemental to the academic content programs and services for ELs required under other local, state, and federal laws; • A description of the instruction educational programs and services designed to help ELs make progress in learning English and attain English proficiency, while meeting the state's academic content standards; • A description of how parental and community participation will be promoted; • A description of high quality professional development to be provided for educators of ELs; and • A description of how the local plan will be evaluated at least once every two (2) years to determine the effectiveness of the programs and services funded by Title III? 	<ul style="list-style-type: none"> • Most recently approved local plan submitted by the subgrantee through the Title III application • Title III Application Guidelines, Instructions and Assurances • Feedback from the SEA regarding its local plan • LEA certification for ensuring teacher fluency in English and any other language used for instruction • Evidence of a completed program evaluation and/or needs assessment 	<ul style="list-style-type: none"> • LEA staff discusses the process used to design and develop the local plan included in the Title III application. • LEA discusses program evaluation including participating stakeholders, data analysis process, plan for implementing program modifications, and timeline. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Monitoring Indicators for Title III, Part A

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
2.1b What process does the LEA use to ensure the signed assurances and certifications are being met?	<ul style="list-style-type: none"> Title III application Signed assurances 	<ul style="list-style-type: none"> LEA staff discusses the process used to ensure assurances and certifications are signed. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Instructional and Programmatic Implementation

2.2: The SEA ensures that activities by divisions experiencing substantial increases in immigrant children and youth meet requirements. [§3114—3115]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
2.2a How does the LEA ensure that immigrant and youth funds are used for allowable programs and/or services including: 1) family literacy and parent outreach; 2) support for personnel; 3) provision of tutors; 4) curriculum materials; 5) instructional services; and 6) coordination with community-based organizations?	<ul style="list-style-type: none"> Title III application Schedules of immigrant and youth programs and/or services Student rosters for these programs and/or services with the student IY designation identified 	<ul style="list-style-type: none"> LEA staff discusses the types of programs and/or services provided to immigrant children and youth. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
2.2b How does the division evaluate the success of the enhanced instructional opportunities targeting immigrant students?	<ul style="list-style-type: none"> Documentation of the evaluation process to determine the success of programs and/or services for immigrant students Records of the number of immigrant students being served by the LEA Copy of Title III application approved by the state Evidence that activities conducted by the LEA are allowable 	<ul style="list-style-type: none"> LEA staff describes the evaluation process to determine that programs and/or services supported with immigrant and youth funds are successful. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Monitoring Indicators for Title III, Part A

Instructional and Programmatic Implementation

2.3: The SEA ensures that divisions understand the private school participation requirements. [§9501]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
2.3a How does the LEA ensure that it is in compliance with ESEA requirements regarding participation of ELs, teachers, or other educational personnel in private schools in areas served by the subgrantee?	<ul style="list-style-type: none"> • Written subgrantee policies and procedures for provision of services on an equitable basis to eligible EL children enrolled in participating private schools • Timeline of LEA-initiated contact with private schools to conduct meaningful consultation regarding equitable participation of ELs, their teachers, or other educational personnel in Title III, and timeline when services began • LEA assessment of services provided and how the results of the assessment are used to improve services • Documentation indicating that private schools within the LEA intended to/did not intend to participate in Title III • The number of eligible students participating in each private school • Documentation of how students' and teachers' needs were identified. Evidence of how students were assessed • Documentation reflecting funding available for equitable services • Documentation of consultation process for services provided 	<ul style="list-style-type: none"> • LEA staff discusses the process of meaningful consultation with private schools regarding the identification process for students, services for students, and professional development for education personnel. • LEA staff discusses how services to private school students are monitored and how the effectiveness of these services is evaluated. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Monitoring Indicators for Title III, Part A

Instructional and Programmatic Implementation

2.4: The SEA ensures that the divisions provide parental notification and outreach. [§3302]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
2.4a How does the LEA ensure compliance with parental notification requirements regarding initial and continuing placement of ELs in language instruction educational programs including: 1) the reason for identification and placement in ESL program; 2) the child's level of English language proficiency and how it was assessed; 3) the method of instruction and program goals; 4) how the program will meet the needs of the child; 5) how the program will help the child learn English and meet state standards; 6) exit and graduation requirements; 7) how a child with a disability will be served; and 8) the parent's right to refuse services?	<ul style="list-style-type: none"> LEA parental notification letters containing all required components listed in 2.4a 	<ul style="list-style-type: none"> LEA staff discusses 1) the content of the letter; 2) how the letter was delivered to the parents; and 3) if the letter was delivered within 30 days of the start of the school year or within two weeks if a student enrolls after the beginning of the school year. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
2.4b How does the LEA ensure that the required notifications are in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand?	<ul style="list-style-type: none"> Evidence of school-based rosters of parents requiring language assistance Evidence that these rosters are updated on an ongoing basis Evidence of translated documents and/or interpretation and translation services being made available to parents in a language they can understand 	<ul style="list-style-type: none"> LEA staff discusses how parental notification has been accomplished in a language the parents can understand. LEA staff discusses plans to provide language assistance to parents who require it. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
2.4c How does the LEA provide outreach to the parents of ELs to ensure that they have the opportunity to be involved in their children's education?	<ul style="list-style-type: none"> Evidence of divisionwide and/or schoolwide parental outreach efforts 	<ul style="list-style-type: none"> LEA staff discusses how parental outreach has been accomplished. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Fiduciary

3.1 The SEA ensures that divisions understand allocations, reallocations, and carryover. [§3115]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
3.1a How does the LEA track the Title III allocation for the current year?	<ul style="list-style-type: none"> Title III application Superintendent's memos for Title III allocations Budget records Purchase orders Other 	<ul style="list-style-type: none"> LEA staff discusses procedures to track Title III spending within the division. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
3.1b Has the LEA reserved not more than two percent of its allocation for the administration of the Title III program? Does the LEA include both direct and indirect costs in the two percent?	<ul style="list-style-type: none"> Evidence that the LEA has reserved no more than two percent of its allocation for administration Evidence that the LEA has included both direct and indirect costs in the two percent reservation 	<ul style="list-style-type: none"> Same as 3.1a 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
3.1c Has the LEA received a reallocation of Title III funds?	<ul style="list-style-type: none"> Evidence that the LEA received a reallocation of Title III funds 	<ul style="list-style-type: none"> LEA staff discusses how the LEA was notified of additional funds by the SEA. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Fiduciary

3.2 The SEA ensures that LEAs understand the Title III supplement, not supplant, provisions. [§3115(g)]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
3.2a How has the LEA demonstrated that it is not using Title III funds to provide programs and/or services that supplant local, state, or other federal programs and/or services based on the following guiding questions: <ul style="list-style-type: none"> What instructional programs and/or services are provided to all students? What does the division do to meet requirements under Title VI, <i>Lau v Nichols</i>, and Title I? What services is the division required by local, state, and other federal laws and/or policies to provide? Was the program and/or service previously provided with local, state, or other federal funds? 	<ul style="list-style-type: none"> <u>Title III application</u> LEA approved budget and records of expenditures of Title III funds at the LEA level LEA and school staff demonstrate an understanding of the statutory requirement LEA staff describes technical assistance provided by the SEA Other 	<ul style="list-style-type: none"> LEA staff describes technical assistance provided by the state on Title III supplement, not supplant, provisions. LEA staff discusses how they ensure compliance with Title III supplement, not supplant, provisions. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Monitoring Indicators for Title III, Part A

Guiding Questions LEA	Acceptable LEA Evidence Documentation	Probing Questions Interview	LEA Response	Is sufficient documentation provided?
3.2b Can the LEA provide evidence that would rebut the presumption that it violated Title III supplement, not supplant, provisions?	<ul style="list-style-type: none"> Evidence that the LEA has not reduced state or local funds expended to implement language instruction educational programs serving ELs, based on the amount of Title III funds the LEA receives. 	<ul style="list-style-type: none"> Same as 3.2a 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
3.2c Has the LEA demonstrated that it is not using Title III funds to pay for the costs of <ul style="list-style-type: none"> administration, scoring, or the reporting of the annual ELP assessment (ACCESS for ELs, Alternate ACCESS for ELs, the Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments, or the ELP Checklist for ELs in Kindergarten with Significant Cognitive Disabilities); and materials or equipment related to the administration of the annual ELP assessment? 	<ul style="list-style-type: none"> Budget records Purchase orders Other 	<ul style="list-style-type: none"> LEA staff discusses the funding source the LEA uses to purchase and administer the annual ELP assessment to ELs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Monitoring Indicators for Title III, Part A

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	Is sufficient documentation provided?
3.2d Has the LEA demonstrated that it is not using Title III funds to identify and screen ELs, including the development and administration of an ELP screening assessment?	<ul style="list-style-type: none"> Budget records Purchase orders Personnel runs Letters Memoranda Agendas 	<ul style="list-style-type: none"> LEA staff discusses what funding source the LEA uses to identify and screen ELs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>